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AUTHOR	Riles, Wilson
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ABSTRACT

California State Board of Education policies authorizing implementation of early childhood legislation for K-3 programs are given. Legislative authority is quoted for each of the policies, which cover: (1) development of the early childhood education master plan--district level planning, individual school level planning, optional waiver of education code provisions, joint planning (between two or more school districts) for early childhood education; and (2) master plan components--assessment of educational needs, a program of restructuring kindergarten through third grade, program objectives, a local program designed to systematically phase into the program all the schools of the district in no more than six years, coordination of all district resources with the objectives of the local plan, program of evaluation of pupils' health needs, emphasis on an individualized diagnostic approach to instruction, direct parental involvement in the classroom program and program evaluation, programs for comprehensive parent education, staff development and inservice training, and evaluation of the program by the governing board of the school district with the assistance of administrators, teachers and parents. (KM)

ED 073840

WILSON RILES
Superintendent of Public Instruction
and Director of Education

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

January 16, 1973

TO : Superintendents of Schools
County Superintendents of Schools

FROM : Wilson Riles

SUBJECT: POLICIES FOR EARLY CHILDHOOD EDUCATION

Attached are the Policies for Early Childhood Education adopted by the State Board of Education on January 12, 1973. These policies will authorize implementation of the Early Childhood legislation, SB 1302, and serve as the Board's rules and regulations for program approval and implementation.

All school districts and each school planning to develop Early Childhood Education proposals for implementation in 1973/74 should review the Report of the Task Force on Early Childhood Education, the Early Childhood Education Proposal: A Master Plan to Redesign Primary Education in California, and the attached Policies for Early Childhood Education.

Regional informational workshops regarding all new legislated programs will be conducted within the next few weeks. At that time, the Early Childhood Education Program implementation materials will be available and application procedures and deadlines will be given.

It is with great pleasure that we join you in the exciting opportunity to restructure and revitalize our kindergarten-primary education programs. The expectations statewide are very high. They can never be reached with "just more of the same." I believe this is an opportunity which we have long been seeking, the opportunity to illustrate that educators, in partnership with parents, can create a much more effective learning environment for young children.

Wilson Riles

Att.

PS 006376

STATE BOARD OF EDUCATION POLICIES FOR EARLY CHILDHOOD EDUCATION

DEVELOPMENT OF THE EARLY CHILDHOOD EDUCATION MASTER PLAN

District Level Planning

Authority: *Ed. Code 6445.4 A master plan for early childhood education shall include a comprehensive statement setting forth the district's educational program for early childhood education on a school-by-school basis.*

Policy:

The local governing board shall provide for the establishment of a District Advisory Committee with advisory responsibilities to the local governing board. The Committee shall include broad representation of the local community, including parents of primary age children, economic and ethnic groups represented in the district population, as well as teachers, administrators, aides, support personnel, community service agencies, and the business community. Parents not employed by the district must comprise a simple majority of the advisory committee, selected by an equitable representative process.

If an Advisory Committee or Council which substantially meets the requirements stated above is already functioning (such as for Title I or Preschool) this existing advisory body may serve for Early Childhood Education.

The District Advisory Committee shall be responsible for a minimum of four specific tasks. These are to advise the district governing board regarding:

A. Establishment of a timeline for development of the district master plan
B. District-wide needs assessment on a school-by-school basis
C. Establishment of district program goals and objectives
D. Recommendations as to which schools to include in each phase.

If a district has completed a district-wide process within the past three school years or has initiated, as of January 1, 1973, a process to accomplish B and C above, an Ad Hoc Committee of parents and staff representing all schools and/or regions of schools within the district shall be established to advise the district governing board regarding:

1) Establishment of a timeline for development of the district master plan
2) Recommendations as to which schools to include in each phase.

The Ad Hoc Committee must substantially meet the requirements of the District Advisory Committee.

School districts of 901 a.d.a. or less may request an exemption from the advisory committee requirements. Such exemptions must be justified on unique circumstances such as geographic isolation which would prevent the district from establishing and operating an early childhood education program.

Based upon the justification statements set forth by the district and the recommendations of the Department of Education, the State Board of Education may grant the requested exemption.

Individual School Level Planning

Authority: *Ed. Code 6445.4* *No plan shall be approved by the State Board of Education unless it determines that the plan was developed with the active cooperation of parents, community, and teachers in all stages of planning, approval, and implementation of the plan.*

Policy:

In addition to the District Advisory Committee, there shall also be a local advisory committee for each school participating in the Early Childhood Education Program. This committee shall include broad representation of the parent population served by the school, including socio-economic and ethnic groups represented in the school attendance area, as well as representation from teachers, aides, support personnel, administrators, and the community. Parents not employed by the local school must comprise a simple majority of the advisory committee, selected by democratic process. Parents of primary age children must be represented on the committee.

If there is an existing local school committee, it may be utilized, provided the committee substantially meets the requirements stated above.

The local school advisory committee is responsible for advising the principal and staff in developing a detailed master plan for the individual school and submitting the plan to the governing board for its consideration for inclusion in the district master plan.

The local school advisory committee is also responsible to assure that technical evaluation advice has been sought during the program planning process to determine whether the evaluation process and instrument will adequately reflect the achievement of the program objectives.

Each district applying for early childhood education funds under Section 6445 of the Education Code shall include assurance statements from the district governing board and the superintendent that each school plan was developed with the appropriate involvement of parents, community, teachers and administrators.

Any violation of the above Code section discovered through an evaluation or audit process shall be considered grounds for denial of expansion of funds for the next planned phase of implementation within said district.

Optional Waiver of Education Code Provisions

Authority: *Ed. Code 6445.20* *The local district board may request a waiver of any section of the Education Code necessary to establish and operate the program.*

Policy:

The governing board may request a waiver of any section of the Education Code necessary to establish and operate the program. The application must explain and justify the need for any waiver pointing out how not granting the waiver would impede progress towards achieving the goals of the program. Criteria for approval of such requests will be based on the extent to which the waiver would permit the district to operate a more flexible, diverse, and creative primary program.

Joint Planning for Early Childhood Education

Authority: *Ed. Code 6445.3* *The governing boards of any school districts maintaining any such class or grade may, with the approval of the Department of Education, develop and submit for approval a joint master plan for early childhood education.*

Policy:

If districts seek to develop joint plans, they shall obtain prior approval from the State Superintendent of Public Instruction and the State Board of Education.

County Superintendents of Schools are encouraged to work with small districts in a cooperative effort to provide joint planning and management of a master plan for early childhood education. Two or more districts or counties may form a consortium for this purpose.

In the case of such joint planning, the overall Advisory Committee should be representative of each district involved, on a countywide or inter-county basis. There should be at least one parent representative from each district.

MASTER PLAN COMPONENTS

Authority: *Ed. Code 6445.4* *...The State Board of Education shall establish standards and criteria to be used in the evaluation of plans submitted by school districts. Such standards and ciiteria for review and approval of plans by the State Board of Education shall include, but need not be limited to provision for:*

(a) Assessment of educational needs

(b) A program of restructuring of kindergarten through third grade

(c) ...

(d) Defined and measurable program objectives
(e) A local program designed to systematically phase into the program all the schools of the district in no more than six years
(f) Coordination of all district resources with the objectives of the local plan
(g) Program of evaluation of pupils' health needs
(h) Emphasis on an individualized diagnostic approach to instruction
(i) Direct parental involvement in the classroom program and program evaluation
(j) Programs for comprehensive parent education
(k) Staff development and inservice training
(l) ...
(m) Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.

Policy:

District master plans must meet the standards and criteria listed in each of the sections to follow.

I. NEEDS ASSESSMENT

Authority: Ed. Code 6445.4(a) and (g). See above.

Policy:

The first step in conducting a needs assessment is to establish a clear record of existing conditions. A survey of the local school population must be conducted to include, but not be limited to consideration of the following:

Survey of child population K-3, including numbers of pupils and families represented, ethnicity, native language, with particular emphasis upon the needs of bilingual-bicultural children; economic family level, mobility, exceptional characteristics, background of experience, previous school performance of pupils, and degree of pupils' educational need as evidenced by state achievement tests
Degree to which present programs emphasize an individualized, diagnostic approach for each child
Existing program of staff development and training
Present amount of parent and community involvement in programs and evaluation
Health and social service provided to pupils
Existence or availability of parent education
Survey of all categorical resources available to Education serving the K-3 population
Survey of child population being served from infancy to kindergarten from Categorical Funds, i.e., Migrant Day Care/ Preschool, State Preschool, Head Start, Children's Centers Extended Day Care

Survey and analysis of all district resources available to be utilized such as, but not limited to, finance, personnel, and public and private agencies serving preschool, child care-preschool, and K-3 children

Extent of any other existing physical, financial, and human resources available for utilization in the early childhood education program.

The second step in conducting an adequate needs assessment is to establish a clear statement of desired conditions through goal statements. The difference between what exists and what you state as desirable in your goals becomes your objectives for improving existing conditions. In selecting a method of needs assessment, goal setting, and an evaluation design, the method selected must include direct involvement of parents, teachers, and the community.

II. PROGRAM GOALS AND OBJECTIVES

Authority: *Ed. Code 6445.4(d)* *The State Board of Education shall establish standards and criteria to be used in the evaluation of plans submitted by school districts. Such standards and criteria for review and approval of plans by the State Board of Education shall include, but need not be limited to provision for...defined and measurable program objectives.*

Policy:

A. District Program Goals and Objectives

Any school district submitting an early childhood education proposal must provide evidence that the district has established goals and objectives which are relevant and applicable to the Early Childhood Education Program.

B. Local School Program Goals and Objectives

Program objectives must include clear reference to pupil performance in reading, language, and mathematics; staff development; parent education; and parent participation in 1) program planning, 2) program implementation, and 3) program evaluation and modification.

In order to assure a balance of learning opportunities for primary children, program objectives must also include desired outcomes in other curricular areas. Program objectives shall be stated in language that is concrete, unambiguous, and capable of measurement or observation.

SYSTEMATIC PHASE-IN OF DISTRICT SCHOOLS

Authority: *Ed. Code 6445.1* *...The system will be based on the development of local school-by-school master plans for early childhood education developed and submitted by local school districts which shall include a phase-in program based on an increase in the number of schools in the state participating each year until maximum participation is achieved.*

Authority: Ed. Code 6445.4(e) *A local program designed to systematically phase into the program all the schools of the district in no more than five years.*

Policy:

Districts will designate which school or schools will be included in phase one, 1973/74, which in phase two, 1974/75, and so on until all of the schools serving K-3 children in the district are included in the Early Childhood Education Program by the school year 1978/79.

Districts will develop criteria for the systematic inclusion of their schools. Half of the schools to be included in any one year must be from the schools serving pupils of greatest educational need as defined below.

Criteria for Approval

District plans which meet the following criteria will be considered for funding. Plans must:

- Indicate that parents and the community have been actively involved in developing the plan submitted and assure their continued involvement in the subsequent implementation, evaluation and modification
- Utilize and maximize existing categorical aid funds available to serve K-3 children and children in day care, preschool and extended day care and have carefully developed plans for articulation both for the children covered and for their parents
- Provide for mobilizing and utilizing all available school and community resources to assure the delivery of the necessary health, social work, and nutrition services
- Indicate a creative, carefully designed approach to strengthening or restructuring the existing K-3 program based on a careful needs assessment
- Contain a specific evaluation plan for teachers, parents and pupils based on the local goals developed
- Reflect an awareness of the necessity for staff to adequately understand and meet the needs of all children especially those of a racial and/or ethnic background which is different from that of the staff.

In addition to the above, consideration will be given to applications from districts as follows:

- Any district of 10,000 or more a.d.a. applying for approximately 12% of its K-3 population
- A one-school district applying for all of its K-3 population if the group numbers 500 or fewer
- A four-school district applying for 25% of its K-3 population.

A. Comprehensive Restructuring

Authority: Ed. Code 6445 *..."early childhood education programs" are defined as all educational programs...under a local school-by-school comprehensive master plan which is designed to assure:*

Ed. Code 6445(a) *A comprehensive restructuring of primary education in California kindergarten through third grade to more fully meet the unique needs, talents, interests and abilities of each child.*

Ed. Code 6445.1 *...assurance that each child will have an individualized program to permit the development of his maximum potential.*

Policy:

Each early childhood education proposal must show how its plan of school or classroom organization to individualize instruction will facilitate meeting the objective that every child's needs, talents, interests, and abilities will be accommodated. The plan allows for the development of alternatives of organization to enable local schools to meet the needs and requirements of the children and parents they serve.

B. Individualized, Diagnostic Instruction

Authority: *Ed. Code 6445.4(h)* *Emphasis on an individualized diagnostic approach to instruction.*

Ed. Code 6445.1 *...The objectives of this plan will include assurance that each child will have an individualized program to permit the development of his maximum potential and that all pupils who have completed the third grade of the state's educational system will have achieved a level of competence in the basic skills of reading, language, and mathematics sufficient to continued success in their educational experiences...*

Ed. Code 6445(d) *..."early childhood education programs"...under a local school-by-school comprehensive master plan approved by the State Board of Education which is designed to assure...The pupils participating will develop an increased competency in the skills necessary to the successful achievement in later school subjects such as reading, language, and mathematics.*

Policy:

Programs must focus on an instructional endeavor which aims to give all children, by the end of the third grade, sufficient command of the basic skills in reading, language, and mathematics so they can succeed in their future schooling and in life. The basic instructional components, therefore, are readiness for and instruction in (1) reading and language development and (2) mathematics. Instructional components shall also include other subject areas such as social studies, science, health, physical education,

music, and art as a means of desirable language development, in order to provide a comprehensive learning environment for primary children and to ensure balance in the curriculum. The emphasis upon readiness experiences and subsequent teaching of language, reading, and mathematics does not preclude offering a desirable total curriculum appropriate to the age and maturity of the children to be served by this program.

The staffing pattern shall be such that the adult/pupil ratio should be approximately one adult to each ten children, by utilizing aides, volunteers, and parents to assist in the classroom under the direction of the teacher.

When the Early Childhood Education Program includes children whose first language is not English, there should be staff who speak the language of those pupils. In such cases, districts shall seek to employ bilingual teachers and/or bilingual aides to meet the needs of non-English-speaking children and to incorporate bilingual, multi-cultural, and English components into the overall instructional process.

The instructional program shall be based on continual assessment of pupils' needs and strengths, and prescription chosen from a variety of curriculum possibilities. Each pupil must be enabled to move through the instructional program at a rate that matches his ability. The instructional program must be flexible enough to meet needs associated with social, cultural, language, and other differences. Assignment to a group must be based on specific diagnosed instructional needs rather than general characteristics such as age or intelligence.

C. Staff Development and Inservice Training

Authority: Ed. Code 6445.4(k) Staff development and inservice training.

Policy:

The staff development, or inservice training program, must emphasize training or retraining K-3 instructional staff to operate effectively with the restructured K-3 program. The school plan shall reflect an awareness of the necessity for staff to adequately understand and meet the needs of all children, especially those of a racial and/or ethnic background which is different from that of the staff. It must be offered to all members of the staff, classified and certificated, administrative and support personnel, as well as parents and volunteers.

D. Parent Participation

Authority: Ed. Code 6445.4(i) Direct parental involvement in the classroom program and program evaluation.

Ed. Code 6445.01 As used in this chapter, "parent participation" means the parents taking an active part in the initial planning of early childhood education programs and the implementation, evaluation, and modification of the programs.

Parent participation shall be included in a manner which:

(a) Involves parents in the formal education of their children directly in the classroom and through the decision making process of the California public school system

(b) Maximizes the opportunity for teachers and parents to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process

(c) Recognizes that the continuity between the early childhood education program and the home is essential.

Ed. Code 6445.4(m) *Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.*

Ed. Code 6445(c) *..."early childhood education programs"...designed to assure...the cooperation and participation of parents in the educational program to the end that the total community is involved in the development of the program.*

Policy:

Parents shall be included in the assessment of needs, in setting program goals and objectives, and in ongoing instructional and evaluational activities.

Each school plan shall include a minimum of one specific objective directly related to parent involvement in each of the following areas:

Parent involvement in planning
Parent involvement in implementation and ongoing program
Parent involvement in evaluation and modification.

E. Parent Education

Authority: *Ed. Code 6445.4(j)* *Programs for comprehensive parent education.*

Policy:

Districts will offer or arrange a parent education program designed to increase the effectiveness of parents and to enable parents to become an integral part of the education of their children. Resources may include Adult Education, Community Colleges, State Colleges and Universities, and the University of California, including extension courses.

Districts must establish effective channels of communication to inform and encourage parents and other eligible adults of the parent education offerings and benefits, including multilingual communication when needed to reach the non-English speaking.

F. Health Needs

Authority: *Ed. Code 6445.4(g)* *Program of evaluation of pupils' health needs.*

Policy:

Provision shall be made to meet all health screening requirements established by law or Title 5 regulations. Arrangements for the provision of these health services will be made with parents and from other resources. Particular attention will be given to those problems that have special relevance to school performance. The plan must include a survey of resources and facilities available for assessing such health needs and treatment facilities. The school plan for referral must show how all available community resources will be used for the delivery of these services.

Exception: Parents who adhere to a religious faith practicing health by prayer or other spiritual means may be exempted from this requirement if they provide a signed statement which indicates their acceptance of full responsibility for the child's health.

COORDINATION OF DISTRICT RESOURCES

Authority: *Ed. Code 6445.4(f)* *Coordination of all district resources with the objectives of the local plan.*

Ed. Code 6445(e) *..."early childhood education programs"... designed to assure...Maximum use is made of existing state and federal funds in the implementation of coordinated early childhood education programs.*

Ed. Code 6445.14 *In computing allowances authorized pursuant to Section 6445.12 the Superintendent of Public Instruction shall reduce such allowances by the amount per pupil apportioned pursuant to Article 5 (commencing with Section 5789) of Division 6.*

Policy:

A district's plan must indicate all of its existing programs and funding sources for children under school age, i.e., state preschool or parent participation preschool under adult education, child care, etc., and show how these programs are coordinated and articulated with the restructured K-3. Further, the plan will indicate all categorical aid funds utilized for the districts K-3 children and show how these have been incorporated into the total comprehensive plan for restructuring.

Since Miller-Unruh Reading Specialists Program funds are state categorical funds serving the same age span population and allocated to accomplish some of the same purposes as the early childhood education legislation, each school applying for program approval under early childhood education legislation shall not exceed the maximum allocation available under early childhood education legislation (S.B. 1302 or S.B. 90).

Each district must identify at least one half of all eligible schools to be phased in annually. Of those schools identified to be in phase one to which Miller-Unruh Reading Specialist funds were approved for fiscal year 1972-73, the allocation of said funds applicable to that school in the district shall be considered as part of the available allocation for early childhood education in that school.

The school district may exercise one of the following options:

Apply for both Miller-Unruh and Early Childhood Education funds with the Early Childhood Education funds constituting the balance of the allocation allowable to the school under Sections 6445.12 and 6445.13. This option must meet the requirements of all applicable Education Code sections.

Apply for Miller-Unruh Reading Specialist Program funds and comply with all appropriate Education Code sections

Apply for Early Childhood Education Program funds and comply with all appropriate Education Code sections.

FUNDING AND FISCAL MANAGEMENT

Funding

Authority: *Ed. Code 6445.12* *From the funds appropriated therefor by the Legislature for the purposes of this chapter, the Superintendent of Public Instruction shall allow school districts with approved master plans for the education of children pursuant to such plans:*

(a) ...

(b) One hundred thirty dollars ($130) per pupil in average daily attendance in each kindergarten class

(c) One hundred thirty dollars ($130) per pupil in average daily attendance in grades 1 to 3, inclusive.

Ed. Code 6445.13 *In addition to the allowances provided for in Section 6445.12, the Superintendent of Public Instruction shall provide grants for pupils determined by him to have demonstrated educational need, in accordance with Section 6445.6 as follows:*

(a) ...
(b) Sixty-five dollars ($65) per pupil in average daily attendance in each kindergarten class
(c) Sixty-five dollars ($65) per pupil in average daily attendance in grades 1 to 3, inclusive.

Ed. Code 6445.14 *In computing allowance authorized pursuant to Section 6445.12, the Superintendent of Public Instruction shall reduce such allowances by the amount per pupil apportioned pursuant to Article 5 (commencing with Section 5789) of Division 6.*

Ed. Code 6445.17 *Allowances shall not be granted under this chapter to a district unless the fiscal effort of the district with respect to early childhood education for any fiscal year of participation under this chapter was not less than the fiscal effort for that purpose for the fiscal year preceding the district's participation under this chapter.*

Ed. Code 6445.18 *Allowances shall not be granted to a district unless the fiscal effort of that district with respect to each child participating in the early childhood education program for any fiscal year of participation under this chapter is no less than the fiscal effort of the district per elementary child not participating in the early childhood education program. The Department of Education shall annually review individual district expenditures to assure the comparability of local support based on rules and regulations adopted by the State Board of Education which takes into account growth in district enrollment and increases in district costs.*

Policy:

District expenditures for the Early Childhood Education Program must be comparable to the expenditures of the regular program for kindergarten through third grade in the district not participating in the Early Childhood Education Program, and fiscal reporting must give evidence that the program is comparable in costs and expenditures to other early childhood education expenditures within the district.

Authority: *Ed. Code 6445.6* *In apportioning allowances in accordance with Section 6445.5 for early childhood education, the Department of Education shall give highest priority to (1) those districts which have the largest number of pupils determined to have educational need, and (2) those districts with the lowest measure of assessed valuation per pupil and making the most significant property tax effort.*

The State Board of Education shall adopt regulations setting forth criteria for the determination of educational need which shall be based on low levels of pupil achievement and such factors as low levels of family income.

Policy:

"Greatest educational need" shall be defined as including those pupils in the lowest quartile in reading and mathematics according to state achievement tests, and/or those who qualify under the terms of S.B. 90, Section 6499.232 of the Education Code relative to "potential impact of bilingual-bicultural pupils," "index of family poverty," and "index of pupil transiency" as stated therein.

Priorities for Allowances

Authority: *Ed. Code 6445.13* *In addition to the allowances provided for in Section 6445.12, the Superintendent of Public Instruction shall provide grants for pupils determined by him to have demonstrated educational need....*

Ed. Code 6445.6 *...the Department of Education shall give highest priority to (1) those districts which have the largest number of pupils determined to have educational need, and (2) those districts with the lowest measure of assessed valuation per pupil and making the most significant property tax effort.*

Policy:

At least one-half of the funds provided in the initial phase and each succeeding phase within any school district shall be used for schools with largest number of children who have great educational need.

On a rating scale of 100 points, when determining priority for funding among districts, the two priority items should not receive a rating of more than 10 points each. Therefore all districts are eligible and are urged to apply.

The plans must include data on the district's current assessed valuation per average daily attendance and its current average property tax rate. Available information will be reviewed as to such matters as current assessed valuation per average daily attendance, or property tax for residences and nonresidential property.

Authority: *Ed. Code 6445.8* *The State Board of Education may further provide that, upon its determination, that a district has not met the objectives of its approved plan, allowances shall not be increased in accordance with the phase-in schedule of the district's*

approved plan. The board shall provide for an annual review of the success of each local district in meeting the objectives of its approved plan for early childhood education. The board shall adopt rules and regulations governing the termination of allowances to districts which are unsuccessful in meeting the objectives of their approved plan.

Policy:

Districts will qualify for expansion of programs the second year only if they have achieved the objectives established by the master plan and approved by the State Board of Education for the initial phase.

Authority: *Ed. Code 6445.10(a)* *Each district receiving allowances pursuant to Section 6445.12 or Section 6445.13, or both, or implementing a master plan for early childhood education approved by the State Board of Education pursuant to Section 6445.4 shall submit to the Department of Education a report of its early childhood education program. Such a report shall be submitted in a form and manner and at such times, but not less than annually as prescribed by the State Board of Education.*

Ed. Code 6445.16 *The Department of Education shall continuously monitor and review to assure that all funds appropriated to school districts under this chapter are expended for the purposes intended.*

Policy:

Programs must give assurance that maximum use is being made of existing state and federal funds in coordinating and implementing the planned program. All funds must be expended for the purposes intended.

Evidence of sound fiscal management includes accountability for coordination of funds and distribution of expenditures.

Authority: *Ed. Code 6445.10(a)* *Each district receiving allowances pursuant to Section 6445.12 or Section 6445.13, or both, or implementing a master plan for early childhood education approved by the State Board of Education pursuant to Section 6445.4, shall submit to the Department of Education a report of its early childhood education program. Such report shall be submitted in*

a form and manner and at such times, but not less than annually, as prescribed by the State Board of Education. The report shall include, but not be limited to, factors relating to:

(1) Fiscal expenditures

(2) Degree and success of program implementation

(3) Quantitative estimate of pupil progress.

(b) The Department of Education shall derive a composite score for each school which shall be be obtained from each of the three factors listed in paragraphs (1), (2), and (3), of subdivision (a). In determining such score, the Department of Education shall, for the first year of participation by the school, assign a weight of 20 percent for factor (1), 70 percent for factor (2), 10 percent for factor (3). For the second year of participation by the school, the factors shall be assigned a weight of 10 percent for factor (1), 50 percent for factor (2), 40 percent for factor (3). For the third and each subsequent year of participation, only factors (2) and (3) shall be considered and shall receive equal weighting.

Policy:

The district must report at least annually to the State Department of Education. The district report must include factors related to: (1) fiscal expenditures; (2) quality, degree, and success of program implementation; (3) quantitative estimate of pupil progress for each participating school. The proposed plan must include provision for collecting and reporting the required data, school by school.

The State Superintendent of Public Instruction shall provide forms for the collection of such data.

Authority: *Ed. Code 6445.21* *A school district in its application for approval of a master plan for early childhood education may include how children's center services, as provided for in Section 16603, are to be coordinated with the program.*

Ed. Code 16602.5 *A school district in its application for approval of a master plan for early childhood education pursuant to Chapter 6.1 (commencing with Section 6445) of Division 6 shall include children's centers' services as provided for in this chapter.*

Policy:

Although funding for children under kindergarten age is not included, districts are expected to include any existing programs in their planning, as well as plans for initiating such programs as parent education, parent participation preschool under adult education, and/or Children's Center programs. The existing or the planned programs for four-year-olds should be a part of the districts' coordinated and articulated plan for early childhood education.

PROGRAM EVALUATION

Authority: *Ed. Code 6445.4* *...The State Board of Education shall establish standards and criteria to be used in the evaluation of plan submitted by school districts ...*

Ed. Code 6445.4(m) *Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.*

Policy:

Each district shall, in cooperation with the local advisory committee, establish a comprehensive evaluation system consonant with, and yielding information which is appropriate for the determination of pupil progress as stated in statute. As a part of this systematic program review, data shall be collected which shall give indication as to the degree of program implementation and fiscal expenditure.

The data collected under the direction of the local governing board shall be reported, at least annually, to the Superintendent of Public Instruction in a form and manner to be prescribed.

There is to be built into the evaluation process a mechanism by which reports can be made to the governing board of the district or to other agencies, parent groups, and other concerned parties at a time other than the annual reporting basis.

Evaluation must be a continuous process yielding information about both the product of the program as well as information which can be used periodically to update or modify the program.

The evaluation designed and the instruments to be used must be approved at the time of the project application. The standardized instruments should permit the state to collect information of a common nature. The measuring instruments both standardized and locally developed shall reflect the stated objectives of the program.

Such areas of measurements are:

Reading and mathematics readiness skills for kindergarten children
Competence in primary reading, language, and mathematics
General cognitive skills
Affective development
Pupil health
Staff development
Parent participation
Parent education
Program fiscal management.

Summary reports of the evaluation should be presented to parents in language most appropriate for their understanding.